DOCUMENT RESUME

ED 410 548 CS 012 910

AUTHOR	May, Frank B.
TITLE	Reading as Communication: To Help Children Write and Read. Fifth Edition.
ISBN	ISBN-0-13-494683-9
PUB DATE	1998-00-00
NOTE	570p.
AVAILABLE FROM	Order Processing, Merrill Prentice-Hall, P.O. Box 11071, Des Moines, IA 50336-1071 ($60).
PUB TYPE	Books (010) -- Guides - Classroom - Teacher (052)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Childrens Literature; *Classroom Environment; *Classroom Techniques; Educational Technology; Elementary Education; Emergent Literacy; Reading Comprehension; *Reading Instruction; Sight Vocabulary; Student Evaluation; Teaching Guides; Teaching Methods; Vocabulary Development; *Writing Instruction
IDENTIFIERS	Process Approach (Writing)

ABSTRACT

Implementing numerous changes and deletions from the fourth edition, the fifth edition of this book aims to balance an emergent, social development environment with a sharper awareness of children who have missed out on much of the natural literacy development teachers would so much like to enhance. All chapters in the book have been updated with respect to new research, new ways of thinking, and new terminology that students of teaching need to learn. In this fifth edition, writing is shown as an equal partner throughout the book. Technology has a special place in the book at the ends of chapters 5-15: the newest ideas about integrating technology with literacy development are present in post-chapter sections. Chapters in the book are: (1) The Developmental View of Literacy Cultivation: Successful Teachers Understand How Learners become Literate; (2) The Environmental View of Literacy Cultivation: Successful Teachers Create a Classroom Community in Which Collaboration and Literacy Go Hand in Hand; (3) The Process View of Literacy Cultivation: Successful Teachers Understand the Nature of Reading and Writing; (4) Comprehension: Developing the Spirit of Fluency and Inferential Thinking; (5) Increasing Fluency and Comprehension through Sight Vocabulary; (6) Graphophonic Awareness: The Sight Vocabulary's Companion on the Route to Fluency and Comprehension; (7) A Constructivist Approach to Conceptual Vocabulary Growth; (8) Comprehension: Teacher Methods and Student Strategies; (9) Literature: Responses, Choices, Book Clubs, and Literacy; (10) Writing: A Vital Connection to Self, Reading, and Literacy; (11) The New Basal Programs: Using Their Advantages; Compensating for Their Disadvantages; Deciding Whether to Use Them; (12) Guiding Children toward Self-Assessment: A Performance Point of View; (13) Enhancing the Comprehension and Enjoyment of Informational Text; (14) Growth in Literacy: In a Multicultural, Multiability Classroom; and (15) Management of a Classroom Literacy Program: Tending the Six C's (A Caring, Communicative, Collaborative, Client-Centered Community). Appendixes contain educational games; sources of materials and information on bilingual programs; evaluation instruments; sample lessons and checklists; and lists of books and publishers. (RS)